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ABSTRACT

This document, intended for Tacoma, Washington, public school students, encourages them to decide the best career goals and how they will prepare to reach those goals. Included are sections on the objectives, degrees, and certification available at community colleges and vocational-technical schools in the state of Washington; descriptions of the vocational education service areas (trade and industrial education, technical education, health education, business and office, agriculture, home and family life, and distributive education); off-campus vocational programs available to Tacoma high school students at Tacoma Technical High School, Bates Vocational-Technical Institute, Clover Park Vocational Technical Institute, and the career centers; public post-high school vocational training; apprenticeship programs; and military service. Information is provided on some or all of the following: prerequisites; enrollment procedures; curriculum offerings; costs; and financial aid. (CML)

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Student Guide for Vocational Planning

Tacoma Public Schools
May 1989

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The staff and resources of the Tacoma Public Schools are available to parents and students to facilitate the college planning process. The counseling staffs and career centers in each of the five high schools, as well as the advisory programs in selected schools, are the most accessible sources of information. Counselors may be reached at the following telephone numbers:

Foss 596-2300
Lincoln.....596-2000
Mount Tahoma 596-1800
Stadium.....596-1325
Wilson 596-2200

Additionally, parents and students may contact the following Central Administration office:

Department of Counseling &
Career Development.....596-1063

Your public schools...
There's no better place to learn.

This publication was compiled by Henry Bertness, John Kvamme, Duane Richardson, Ed Roalkvam, Peg Stiffler and John Vitullo.

Student Guide for Vocational Planning

The wise student plans ahead. A great deal of happiness in the world depends on doing the kind of work one enjoys and does best. The really successful people are those who would rather do the job they're doing than anything else in the world. This has nothing to do with money. Practically all careers today require training or further education beyond high school, which involves advance planning. The job you get when you leave school will depend upon what you have to offer. If you have enough to offer, employers will come looking for you. If you have little to offer, then you'll have to do the looking. You as an individual are the only one who really knows what you like doing. You are the most likely person to know what you want. Others can point to opportunities, explain what each job requires and indicate the advantages and disadvantages. You are the one, however, who will have to make the decision eventually.

If you believe in such planning, you should be thinking seriously about yourself and your future. Making a decision about a career is no small task. Sometimes one will follow the line of least resistance—to accept the progress created by others, to study and prepare for that which requires the least preparation, to produce that which is acceptable, rather than that which is outstanding. You should analyze your interests and your limitations and then determine to be the best of whatever you choose.

There are many vocational courses and/or programs that are available to students at community colleges or vocational-technical schools, either while attending high school or upon graduation. A large number of these vocational courses or programs can lead to jobs that, according to the Department of Labor, will be in demand in the future. The vocational courses and/or programs are divided into two categories:

- Those in which the student can enroll during high school
- Those that are available after high school.

What are the best career goals for you?

You will find as you reflect thoughtfully about yourself and your opportunities that perhaps several different career fields may seem to suit you. This is to be expected as you begin your exploring and might well continue to a certain extent beyond your high school years. At the same time, you will notice as you start to match yourself with career fields that many which are attractive to you require different levels of schooling.

How will you prepare to reach your goals?

As you consider the requirements for the fields appropriate to you, you should begin to make your course choices with these requirements in mind. What you take as electives before graduation from high school and how well you do in them will make a great difference in how ready you will be for later training and your first experience in your career. Consult with your counselor to find out what courses in high school are recommended by the colleges and vocational-technical schools as good preparation for their specialized programs. If you do your very best in the electives you choose and find you are not succeeding in some as well as in others, you should stop to reconsider your plans with this in mind.

Talk to your counselors about the things you are discovering as you try to see yourself fitting into the world of many careers. Then make your choices as wisely as possible, realizing some may not always be the most appropriate. Each experience, however, can teach you more about yourself.

Vocational-Technical Education in the State of Washington

"Vocational-technical education" describes an umbrella of occupation-centered educational services designed to train youth and adults for immediate employment or for upgraded employment in business, industry, farm or home. The umbrella covers five basic areas: agricultural education, trade-industrial and technical education, distributive education, home and family life education and business and office occupations education. In a broad sense, vocational-technical education is education other than professional, training individuals for occupations which make up approximately 90 percent of the labor force of the United States.

Vocational-technical teachers in both vocational schools and community colleges are chosen primarily on the basis of successful occupational experience. Vocational educators cooperate with labor and management and, through advisory committees, seek to provide the kind of trade and technical training needed by the changing demands of the work world.

Community Colleges/Vocational-Technical Institutes

There are 32 post-high school vocational educational facilities in the state. Of the 32 institutions, 27 are community colleges and 5 are vocational-technical schools or institutes.

Community colleges usually have the following objectives:

1. To provide preprofessional or liberal arts lower division education to students who will transfer to a four-year university.

2. To provide a concentrated program of vocational, technical and paraprofessional education for students who wish to enter business, industry, agriculture or the home.

3. To provide classes for adults in academic, vocational-technical or extension courses to upgrade skills or retrain the employed.

4. To provide two years of general education.

5. To serve the community as a cultural and activities center.

Degrees

Community college vocational-technical students may earn an Associate in Applied Arts degree. These students do not usually transfer to a four-year institution, but find work in the occupation for which they are trained.

Vocational-technical schools have the following objectives:

1. To offer training in specific skills to work-bound students.

2. To provide training or retraining to workers whose skills and technical knowledge must be updated.

3. To provide training or retraining to workers whose present jobs will change due to automation or economic conditions.

4. To complement public education by offering specialized training with or after the high school general education program.

5. To provide related instruction for apprentices and to assist in the development and improvement of supervisory personnel in all areas served by vocational-technical education.

Certificates

Vocational-technical schools emphasize training in more specific occupations. In contrast to community colleges, vocational schools tend to continue their educational programs throughout the entire year. Vocational-technical schools generally award their students a Certificate of Proficiency for short courses, a Certificate of Completion for the one- or two-year programs, and in some cases may award a diploma after six months of successful employment. Because vocational schools concentrate more on the occupational courses, it is usually possible to receive the training necessary for employment in a shorter period of time. In general, training in vocational-technical schools is concentrated on occupational courses, while in community colleges the student may take some general education subjects along with his occupational courses.

Education & Training

The educational opportunities in vocational training are designed to prepare an individual for gainful employment in business and industry, accenting the skills, technical knowledge and attitudes necessary for satisfactory performance on the job.

Trade & Industrial Education

"Trade and Industrial Education" is the branch of vocational education which is concerned with preparing persons for initial employment or for upgrading or retraining workers in a wide range of trade and industrial occupations. Such occupations are skilled or semi-skilled and are concerned with layout designing, producing, processing, assembling, testing, maintaining, servicing or repairing any product or commodity.

Instruction is provided: (a) in basic manipulative skills, safety judgment and related occupational information in mathematics, drafting and science required to perform successfully in the occupation, and (b) through a combination of shop or laboratory experiences simulating those found in industry and classroom learning. Included is instruction for apprentices in apprenticeable occupations or for journeymen already engaged in a trade or industrial occupation. Also included is training for services and certain semi-professional occupations considered to be trade and industrial in nature.

Technical Education

"Technical Education" is that body of knowledge organized in a planned sequence of classroom and laboratory experiences to prepare students for a cluster of job opportunities in a specialized field of technology or to upgrade currently employed individuals. The program of instruction normally includes the study of underlying sciences and supporting mathematics inherent in a technology, as well as methods, skills, materials and processes commonly used and services performed in the technology. A planned sequence of study and extensive knowledge in a field of specialization are required in technical education, including competency in the basic communication skills and related general education. Technical education prepares for the occupational area between skilled craftsman and the professional person.

Health Education

"Health Education is the body of related subject matter or the body or related courses and planned experiences designed to impart knowledge and develop understanding and skills required to support the health professions. Instruction is organized to prepare and/or upgrade students for occupational objectives concerned with assisting qualified personnel in providing diagnostic, therapeutic, preventative, restoration and rehabilitative services to people, including understanding and skills essential to provide care and health services to patients.

Business & Office

"Business and Office Occupations" encompass those tasks performed in public and/or private enterprise which relate to the efficient functioning of the office. These occupations center around such activities as reporting of information, supervision and coordination of office activities, internal and external communication and processing, recording and retrieval of data.

Educational programs in preparation for gainful employment provide the learning opportunities for those persons who would choose careers in business and office occupations. These instructional programs meet at least two basic needs: (1) the need for knowledge and skill to enable a person to become employed, and (2) the need for general education related to the employee's skill proficiencies.

Courses are designed to prepare office workers to contribute to the overall function of office activities in addition to performing specific tasks. Basic requirements for all occupational clusters should include courses in keyboarding, business mathematics, filing fundamentals, introductory courses in business concepts, office machines and accounting fundamentals.

Agriculture

To survive the competition of efficiency, agriculturists require a more specialized education than ever before. Extensive changes in their training and work have been caused by increased use of machinery and automation, application of research and science, migration from city to city, extensive use of chemicals and fertilizers, enormous increases in capital requirements, changes in American diets and rapid increase in the number of persons who farm only part-time while working in other occupations.

Agricultural education requires knowledge or ability in plant science, soil science, animal science, farm management, agricultural mechanizations or agricultural leadership.

The primary purpose of vocational education in agriculture is to develop in youth understanding and application of these aspects of agriculture:

1. Social and economic importance.
2. Interdependence of urban and rural people.
3. Background and significance of agriculture in relation to national welfare and individual responsibility for policymaking.
4. Importance of and basic practices for conservation of natural resources.
5. Agriculture as an applied science.
6. Career opportunities in agriculture.
7. Understanding of world agriculture in relation to production and consumption of agricultural products.
8. Importance of maintaining a favorable home environment.

Each school plans its offerings to meet the needs of those enrolled, depending upon conditions and the student's previous experience in agriculture as well as their objectives for the future. Since every community and class is different and since the most constant factor in agriculture is change, students become receptive to new agricultural ideas and approved farm practices, based on a thorough knowledge of the science of agriculture and its supplementary field, farm mechanics.

Program diversity

Agricultural occupations may be on a farm or in another business, agency or organization which produces, processes, distributes or services agriculture. The occupations of a fertilizer salesperson or a farm machinery salesperson for instance, are agriculturally related. Also, forestry is an example of an industry which is included under the umbrella of vocational agriculture.

The forest products industry is of important economic significance in the state of Washington and the Puget Sound area.

Industrial representatives have continually stressed the need for employees who possess a work ethic, a sense of work responsibility, leadership and communication skills.

Primary purpose of vocational forestry

The primary purpose of vocational forestry is to develop:

1. Entry-level job competencies and skills in order to be employable in natural resource occupational fields.
2. A work ethic, leadership skills and communication skills.
3. Recordkeeping skills.
4. An understanding of forestry as an applied science.
5. An understanding of the basic practices for conservation of natural resources.
6. Career opportunities in forestry.
7. Forestry practices which maintain a favorable forest environment.

High school program

Tacoma offers a full-day vocational forestry program at the 360-acre Lincoln Tree Farm. Lincoln High School offers a two-year vocational program within its curriculum.

Home & Family Life

Home and family life education provides instruction which helps youth and adults meet the responsibilities of daily living as well as prepare for employment. It is designed for persons who have or will have homemaking responsibilities and/or who have entered or are preparing to enter gainful employment in an occupation involving knowledge and skills in home economics.

The development of concepts, skills and values which prepares for homemaking and the responsibilities of family membership is the central purpose of family life education. Other school subjects contribute to this purpose but it is the central purpose of family life education.

Education for family living is increasingly concerned with teaching skills of consumption rather than skills of production, and with competence in relationships which can contribute to emotional stability of the family because:

- Families now "buy" rather than "make" their own commodities.
- 95 percent of all apparel fabric goes into ready-to-wear clothing and more than 25 percent of family food money is spent on meals and snacks eaten away from home.
- Buying can be arranged on credit.
- The economy of the country has placed the American family on the move with one in five families changing location each year.
- Young people are marrying and having children but the divorce rate is soaring.
- More mothers are working every year.

Vocational Family Life Program

The Vocational Family Life Program is designed to assist individuals and families with their problems in the several aspects of homemaking. Studies include:

1. Child Development: The study of children—their physical, mental, emotional and social growth and development—and their care and guidance.

2. Family Relations: The study of functions and significance of human relationships in the family, the establishment and maintenance of relationships, the preparation for marriage and family life and the meeting of the variety of needs and interests of family members.

3. Home Management: The study of the processes involved in formulating goals, making decisions and effectively using and controlling human and other resources for establishing and maintaining a home and family including consideration of the societal and economic influence on individual and family management, values, goals and standards, family economics and the organization of activities in the home.

4. Consumer Education: The study of how the economy affects families and how decisions made by families affect the national economy, e.g., use of credit, buying practices and of resources to meet individual and family needs and to achieve individual and family goals.

5. Family Health: The study of related aspects of health, the relationship of the health of an individual to the well-being of the family, the prevention of illness and the management involved in caring for the ill and convalescent in the home.

6. Housing & Home Furnishings: The study of the nature and significance and housing and its furnishings and their significance in creating a favorable environment for family living. Attention is given to a complex of housing and home furnishing factors including influence of housing on people, types and costs of housing, interior design and the care, maintenance and improvement of homes and furnishings.

7. Nutrition Food: The study of food and nutrition, its role in personal and family living, including basic principles of health, food management and economics; meal management as a means to understanding the significance of food and nature of food and its preparation for individuals and families.

8. Textiles & Clothing: The study of the significance of clothing and textiles to the individuals and family and the nature, acquisition and use of textile and clothing products; and the selection, construction, maintenance and alteration of clothing and other textile products.

Distributive Education

Distributive Education is a program of instruction for persons who will be engaged in retail marketing and merchandising.

High school

High school preparatory Distributive Education is to prepare students for their initial job in the marketing field. This is done by familiarizing students with the availability of careers; developing an interest in these careers and, finally, developing skills, knowledge, attitudes and habits necessary for success in marketing.

The high school cooperative program offers employee-training opportunities for entry-job occupations. The senior student enrolled in the cooperative program attends school part time with classroom instruction which includes units on merchandise information, business mathematics, personality development, job applications, principles of selling, etc., coordinated with actual on-the-job experiences.

Post-high school

The post-high school cooperative program of mid-management is offered at community colleges and vocational-technical schools. It is an occupationally oriented training course for students whose immediate career goals require training for employment in technical sales, for employment at the junior executive level or for small business management in the field of marketing and distribution. Junior executive development is the broadest of the major fields of concentration and is concerned with developing practical managerial concepts—ways of getting work done through other people. Technical occupational development is the study of specific products and services (wholesaling, insurances, real estate, banking and other specialized areas). Each trainee, in addition to his course work, must have coordinated on-the-job occupational training.

Off-Campus Vocational Programs available to Tacoma high school students

Tacoma Technical High School

Tacoma Technical High School is an operational component of Bates Vocational-Technical Institute. The high school serves students on all Bates campuses. The high school administration office is located in the main building at 11th & Yakima Ave., Room 322.

This school offers an educational program for those who plan to go to work after high school. Students are able to earn their high school diploma and at the same time receive training in one of the vocational programs which are offered at Bates. Students can attend full time and earn required academic credits at the same time on the Bates campus. Students also have the option of attending half-time, either mornings or afternoons, while attending classes at their home high school the other half day.

Tacoma Technical High School program prerequisities are:

1. Students must be between 16 and 21 years of age.

2. Students must commit themselves to a rigorous program of education and training, taking full responsibility for their learning.

3. Students must have successfully completed the 10th grade of high school or demonstrate through vocational assessment their ability to do 11th grade work prior to enrollment in the Tacoma Technical High School program. Vocational assessment is arranged by the TTHS counselor or the vocational administrator.

Enrollment procedures are:

During the spring of each year, high school sophomores and juniors may sign up for classes which will begin either in June after high school is out for the summer or the following September. Students need to consult with their high school counselor and receive a permission slip from their high school before being accepted at Bates. The student must also receive the signature of the vocational instructor at Bates on the course enrollment form.

There are openings reserved for high school students in vocational classes and entrance into these classes is on a "first-come, first-served" basis. If the class is full, the student's name will be placed on a waiting list. These lists are maintained for each current school year only.

No tuition fee is charged to those attending Bates as high school students. Students will also be provided, at no cost, the minimum required books, equipment and supplies necessary. There is a small program fee that is required and a deposit may be necessary for tools or equipment.

Curriculum offerings are:

1. Vocational

Tacoma Technical High School uses the established vocational curriculum of its parent vocational-technical institute (Bates) as the mainstay of its vocational offerings. There are over 50 specialized technical industrial and trade courses available to high school students.

2. Academic

Academic subjects required for successful completion of high school are embedded in many of the technical and trade courses as applied components of the skill or trade to be learned, i.e., applied math and science in the various electronics courses offered. Academic requirements are met through applying a combination of three specific procedures.

A. Cross crediting (giving academic credit for the applied academic subject(s) learned in a specific program of vocational training).

B. Learning Activity Packets (LAP). This is a process of achieving academic credits through contracted independent study. The teacher acts as a mentor and provides guidance/advisory services to the students in the area of study. A packet of resource material, along with access to library and media resources, is provided for the student.

C. Group study seminars. Students, under the supervision of a teacher/facilitator, learn specific subject material through traditional teaching/learning methods coupled with outside research data collection and other student-centered activities. Students, when possible, work as teams.

All credit, vocational and academic, is grounded in competency-based evaluation. The student must demonstrate his/her ability to apply what is learned to "real world" situations.

3. Personal Effectiveness Training (PET)

Program description:

Designed for the full-time student, the PET program is a training and development model designed to help persons to become successful in school, the world of work and ultimately in all aspects of their lives. PET consists of a series of short courses in life skills that are extremely practical, providing the participant with techniques to use immediately. Upon completion of the 120 clock hour program, a certificate in Personal Effectiveness Training is awarded.

Program goals:

A. To provide the participant with an opportunity to learn skills that will compliment their trade, industrial and specialist training.

B. To be able to respond to those concerns that deal with job readiness and assist through life skills training.

C. To provide adjunct training so as to enhance personal effectiveness on or off the job.

What's the program like?

Students will find Tacoma Technical High School's program highly structured and intense if they are to earn their high school diploma while attending vocational training classes at Bates full time. It is for mature students (16 and older) who are willing to invest substantial time and effort. Because individuals are expected to take personal responsibility for their learning assignments, the Tacoma Technical High School is not for everyone. Students must be willing to do independent study and/or group study seminars in addition to the vocational training program to meet state required academic high school subjects for their high school diploma.

You mean I can earn my required academic credits right at Bates?

Yes. That's right. You can earn math, science, English, civics, world problems and history credits right at Bates. In most cases, these academic credits are earned as part of your vocational training. In other words you'll learn the English and math that a secretary needs to learn and if you're in machinist training, you'll learn the English and math that a machinist needs to learn. We'll try to combine your academic learning with your vocational learning so they will both make more sense to you. And you'll receive credit for it.

If you wish to take your required academic classes or electives at your high school, you can do that, too.

For further information about the Tacoma Technical High School, contact your high school counselor or call 596-1650.

Bates Vocational-Technical Institute

At Bates, training is available for over 50 occupations. Students enrolling before graduating from high school may begin vocational training early. Anyone 16 years of age and over may apply to enroll at the school. Bates' address is 1101 S. Yakima Ave., Tacoma, WA 98405.

Training is relevant to the job market and features instructors who are highly successful professionals in their specific fields of work. They offer "hands-on" instruction on an individual basis which allows students to progress at their own pace. Assistance to students who are disadvantaged and/or handicapped is available.

Students planning to enter a vocational field should be aware that new technology being used in industry has made vocational programs more complex. The following recommendations should be used as a preparation guide during junior and senior high school years. Students should have a proficiency in English, mathematics and sometimes science, before entering many of the vocational programs. Check with a counselor and the Bates catalog for specific entry requirements.

The following is a list of available programs at Bates:

Apparel Construction & Fashion Designer
Auto Body & Fender Mechanic
Automotive Mechanic
Barber
Boatbuilder
Bookkeeper/Accountant
Cabinet & Millworker
Carpenter
Chemical Laboratory Technician
Child Development Trainee
Clerk Typist
Commercial Cook
Computer Operator
Computer Programmer
Concrete Technician
Cosmetologist
Court Reporter
Dental Assistant
Dental Laboratory Technician
Diesel & Heavy Equipment Mechanic
Electrician
Electrical Appliance Technician
Electronic Equipment Service Technician
Electronics Technician—Communications
Electronics Technician—Computer Customer Service
Electronics Technician—Data Communications
Electronics Technician—Industrial
Engineering Technician—Architectural
Engineering Technician—Civil & Transportation
Engineering Technician—Electrical/Electronics
Engineering Technician—Mechanical
Executive Secretary
Fire Fighter
Furniture Refinisher, Paper Hanger, Taper, Painter/Decorator
Furniture Upholsterer
Legal Secretarial Procedures, Advanced Legal
Machinist
Medical Secretary
Medical Transcriptionist
Nursing Assistant
Office Systems Specialist
Outboard, Motorcycle & Small Engine Mechanic
Practical Nursing—Clinical
Radio Broadcast Technician
Receptionist
Secretary/Stenographer
Sheet Metal Worker
Television Broadcast Technician
Waiter-Waitress
Watch & Clock Repair
Welder
Word Processor

Clover Park Vocational Technical Institute

Students attending Tacoma public high schools are also permitted to attend Clover Park Vocational-Technical Institute if they cannot be accommodated at Bates. The address is 4500 Steilacoom Blvd. SW, Tacoma, WA 98499. The phone number is 756-5582. However, a release from Tacoma School District must be obtained through the district's Student Services Specialist.

The following courses are available at Clover Park:

Accountant
Airframe & Powerplant Aviation Maintenance Technician
Automotive Body Technician
Automotive Technician
Automotive Service Center Technician
Automotive Trimmer/Glazier
Avaiation Electronics Technician
Bank Teller
Bartender/Manager
Building Design Technician
Certified Nursing Asst./Home Health Asst.
Clerk-Typist/Secretary
Commercial Housekeeper/Custodial
Commercial Pilot/Instructor
Computer Maintenance Technician
Computer Operator
Computer Programmer
Computer Applications & Marketing
Computerized Amusement Machine Repair Technician
Consumer Electronics Technician
Cosmetologist
Credit Specialist
Dental Specialist
Early Childhood Specialist
Educational Assistant
Educational secretary
Electro/Mechanical/Industrial Maintenance Technician
Electronic Office Products Technician
Engineering Design Technician
Esthetician
Fashion Design & Sewing Specialist
Food Processing Machiner Maintenance & Repair Technician
Food Service Specialist
Food Service Specialist—Advanced
Greenhouse & Nursery Operator
Grocery Checker
Grocery Manager
Heating & Air Conditioning Service Technician
Health Unit Coordinator
Hotel Front Office Manager
Independent Business Operator
Insurance Office Assistant
Interior Designer
Landscape Construction & Grounds Maintenance
Legal Secretary
Library Technician
Machinist
Manufactured Housing Carpenter
Marine Mechanic
Medical Assistant
Medical Central Service Technician
Medical Laboratory Technician
Mobile/Cellular Electronic Communications Technician
Offset Reprographics/Printer
Parts Merchandiser
Pharmacy Assistant
Photographic Lab Technician
Portrait/Commercial Photographer
Practical Nurse
Radio Broadcaster
Real Estate Agent
Recreational Vehicle Technician
Rehabilitation Facilities Supervisor
Restaurant Manager
Retail Business Manager
Retailer
Security & Loss Prevention Specialist
Senior Services Director
Surgical Technician
Technical Illustrator
Telecommunications
Telephone Service Representative
Transportation Office Specialist
Travel Consultant
Vending Machine Mechanic
Video Film/Multi Image Producer
Welder

Clover Park also offers an elective high school program similar to the Tacoma Technical High School program at Bates. Students are able to pursue a diploma and vocational training at the same time.

Programs available to Tacoma high school students

Vocationally approved classes within the regular high school programs

Business & Office Occupations

The Business & Office Education program consists of a planned series of learning experiences which includes the participation in the organizationknown as Future Business Leaders of America (FBLA). The specific objective of the program is to prepare persons to enter into gainful employment.

The courses included in the Business & Office Occupations program are secretarial, clerk-typist, bookkeeper, general office clerk and stenographer.

The Accounting Course consists of: Accounting 1,2,3,4; Business Mathematics; Office Machines; Business Communications; and Keyboarding 1.

The Clerk-Typist Course consists of: Business Communication; Filing and Machine Transcription; Keyboarding 1,2,3; Office Machines; and Office Procedures.

The General Office Clerk Course consists of: Business Communication; Business Mathematics; Filing and Office Transcription; Keyboarding 1,2,3; Office Machines; and Office Procedures.

The Secretarial Course consists of: Accounting 1,2,3,4; Business Mathematics; Office Machines; Business Communications; and Keyboarding 1.

Students pursuing a general education program may elect to take some business classes. For example: first year keyboarding, as electives.

A Business Lab class may be defined as an alternative method of delivering a variety of business courses simultaneously in one classroom setting. Students working on their own develop self-confidence and discipline that will help them when they enter the world of work. The Business Lab classes contain the following courses:

- Office Machines/Machine Office Practice
- Accounting
- Filing/Machine Transcription
- Office Procedures
- Business Communications
- Business Math
- Advanced Shorthand
- Advanced Keyboarding
- Office Job Training (General Office Practice)
- Word Processing

Distributive Education

Distributive Education offers training programs that prepare students for careers in a variety of marketing-related businesses. These include retail, wholesale and service occupations which range from supermarket cashier to service station manager, to professional salesperson, to department store buyer.

Upon completion of the distributive education program, a student will be ready for immediate employment in an entry-level job. They will also have an extensive background for further study in distribution, marketing or business administration at a two- or four-year college, university or technical institution.

Distributive Education Preparatory 1 & 2

Gives an introduction to the field of marketing and distribution. This class includes job preparation, career interests, retail salesmanship, student store and cash register experience, mathematics in marketing, advertising and sales promotion, human relations and cashier-checker experience and shopping center development.

Distributive Education Co-op 1 & 2

It is suggested that a year of D.E. Prep be taken prior to entry into the co-op class.

Prepares students for work in the field of Marketing & Distribution. Class instruction covers the following areas: job placement, retail salesmanship, merchandising math, display, advertising, business communications, career interests, business records, starting a business, student store experience, human relations and cashier-checker experience.

Distributive Education Work Experience 1 & 2 *(Must be taken the same semester as D.E. Co-op)*

Class meets one period a day and also a separate credit is given each semester for the students' work experience. (Minimum of 203 working hours each semester). Approved working stations could include:

Service stations
Restaurants
Supermarkets
Variety stores
Department stores
Clothing stores
Banks
Flower shops

And other retail, wholesale and service business.

DECA

An important part of the total distributive education program is DECA, the local club activity. DECA stands for the Distributive Education Clubs of America. Students participating in DECA-related activities have many opportunities to expand their educational horizons. Placing emphasis on participation and "hands-on" experiences, students go beyond the classroom to projects and activities throughout the community. Leadership in marketing is developed through projects and activities designed to enhance vocational understanding, civic consciousness, social intelligence and development of leadership skills.

Industrial Arts

Courses such as heavy mechanics (auto), construction-related (wood), engineering-related (drafting), metals-related (metals) and light mechanics (small engines) are included in the industrial art offerings in the high school-based curriculum. Such classes lead to basic industrial skill development to attain the following objectives:

- Self-realization and initiative: To develop in each pupil the habits of self-reliance and resourcefulness in meeting practical situations.
- Cooperative attitude: To develop in each pupil a readiness to assist others and to participate willingly in group undertakings.
- Health and safety: To develop in each pupil desirable attitudes and practices with respect to health and safety.
- Interest in achievement: To develop in each pupil a feeling of pride in their ability to do useful things and to develop worthy leisure.
- Orderly performance: To develop in each pupil the habit of an orderly, complete and efficient performance of any task.

Principles of Technology *(Lincoln High School)*

For vocational students interested in technical careers and other secondary students wishing to further their understanding of the physical principles underlying modern technology. This is a course in applied science that:

- provides an understanding of the principles of technology and the mathematics associated with them.
- helps students continually adapt themselves to the work force and its changing demands.
- uses an appealing instructional system of audiovisual presentations, texts, demonstrations and hands-on laboratories.
- incorporates the findings of extensive pilot testing in comprehensive high schools and vocational centers throughout the United States and Canada.
- meets some of the increased science requirements for high school graduation.

Magnet Programs

Tacoma School District offers a magnet vocational-technical program in Welding & Machine Technology at Lincoln High School. This class is open to all high school students regardless of school of attendance at no cost.

The program curriculum is consistent with the Bates Vocational-Technical Institute curriculum. Students successfully completing the magnet classes will be able to enter the Bates Voc-Tech programs on an advanced status. The level of placement at Bates will vary with the abilities and knowledge of individual students completing the magnet program.

Students interested in magnet programs should see their high school counselor for information.

Forestry

Lincoln Tree Farm

Tacoma Public Schools offers a full-time Vocational Agriculture Forestry program on the 360-acre Tacoma School District demonstration forest, Lincoln Tree Farm. This program is available to students attending any of Tacoma's high schools. Students taking this course leave Lincoln at 8 a.m., travel to the tree farm by bus and return to Lincoln by 3 p.m. daily.

Credits earned at the tree farm will be applied toward graduation requirements. Classes are open to juniors and seniors at least 16 years of age or older from all Tacoma high schools.

Vocational Forestry 1—*Suggested prerequisite: Coursework in forestry science, welding & auto shop.*

The course is designed to teach application of conservation theory, resource management and mechanical skills of the forest products industry on the beginning level. Student explores the total picture of forest resource management and mechanical skills of the forest products industry on the beginning level. Student explores the total picture of forest resource management so that they may seek immediate employment or pursue a career in technical or professional forestry and allied vocations. The complete course is designed to last two semesters.

Vocational Forestry 2—*Prerequisite: Vocational Forestry 1*

A continuation for those students who have completed Vocational Forestry 1 with the level of wood-working skills increased to those of logging practices. This course adds to qualifications of trainee as Forester Aide. It includes further training in parks and recreation skills toward possible summer employment.

Lincoln High School Forestry Class

Lincoln High School offers a two-year forestry program as part of its vocational educational offerings. Unless a student is able to make transportation arrangements from their school of enrollment, students must be attending Lincoln High School to participate in these classes.

Forestry 1,2—*Open to freshmen, sophomores, juniors and seniors*

Forestry covers soil, mapping and surveying, silviculture of trees and forests and silviculture of tree farming from nursery practices to improvement of forest stands and placing them on a sustained yield plan. Forestry 2 covers wildlife management fisheries, cruising, scaling, logging, forest products, forest technology and forest finance economics.

Forestry Advanced—*Prerequisite: Forestry 1,2*

This is a two-hour block. It is primarily a forestry laboratory course involving fieldwork in soil, animal, water and plant studies. Actual work experience with forest tools and thinning and pruning is also stressed. Conservation projects are planned and developed. Most of the field work is conducted at the Lincoln Tree Farm.

Diversified Occupations

Cooperative diversified occupations is a certified vocational program designed for students who are at least 16 years old and who are enrolled in the Oakland Alternative High School. Diversified occupations provides training for careers in business and industry by using the resources of both the school and the business community. It provides assistance to students in obtaining training and paid work experience which will be related to their high school curriculum. The class meets the requirements of occupational education for high school graduation.

Special Needs Diversified Occupations Program is a certified vocational program designed for special needs students who are at least 16 years old and academically and/or economically disadvantaged or have Individualized Education Programs (IEP) and seeking career-related training. Satellite programs in delicatessen (located at Bates main campus), horticulture (located at Point Defiance Park), office occupations (located at the district's Central Administration Bldg.), dishwashing and kitchen clean-up areas (located at Bates south campus) are available.

Assistance is also provided to students in obtaining training and paid work experience which will be related to their high school curriculum. These training programs meet the requirements of occupational education for high school graduation.

Career/Occupational-Oriented Experiences

Work Experience Courses

Several of the district's high schools offer an elective work experience course. Students participating must be legally employed and 16 years old. An employer's report of the student's work record indicating satisfactory progress on the job is filed with the school.

A semester's credit is earned for each 203 hours of work experience. The work experience must be related to the school's program and should allow for student growth and have definite educational value (see district guidelines).

Career Exploration Courses

Career Exploration is an elective high school course offered in most senior high schools designed to provide students the opportunity to discover their career interests and aptitudes through work experience and other related activities. Students are expected to participate in classroom activities plus non-pay work experience in the community.

The number of different work experience placements may differ with students' interests and job site opportunities. Each student is required to complete a minimum of 90 hours of class work and related career exploration activities to earn one credit (see district guidelines).

Special Education Work Experience & Employment Transition Program

The Work Experience and Employment Transition Program is linked to the Work Experience and Career Exploration Courses described above and is specifically for students participating in Learning Resource Center and other special programs in one of Tacoma School District's high schools. Students must be 14 years of age or older and may enroll in this program based on a parent, teacher and student conference which results in an Individualized Education Program (IEP—see district, state and federal guidelines). This program may be a part of a student's graduation plan and is also available to students electing to defer their diploma.

The work experience component of this program is an elective school course offering providing students with the opportunity to discover their career interests and aptitudes through community work placement and other related activities. Crediting is based on the district guidelines for Work Experience and Career Exploration Courses described above.

The employment transition portion also earns elective school course credit and provides assistance in obtaining training and paid work experience for students who plan to graduate from high school and immediately go to work.

To enroll in this program you should see a district Work Experience and Employment Transition teacher/coordinator. Ask your counselor or IEP advisor.

Career Centers

Each Tacoma high school has a career center with counselors and/or teachers coordinating activities with an Occupational Information Specialist. These centers focus on the following programs and/or information:

1. Career Assessment—interest, aptitude, achievement, etc.

2. Career Information—filmstrips, films, cassettes, microfiche, books, kits, career computer programs, catalogs, etc.

3. Community resource coordination—speakers, field trips, occupational observation, career exploration, work-study, part-time jobs, etc.

4. Formulating goals and planning—consultation, group discussion, interviewing, interaction with computer programs DISCOVER/WOIS, scholarship and financial aid information, etc.

5. Learning about career entry—job application, resume, simulation, interview, etc.

Orientation

Each career center conducts a systematic career guidance orientation for all freshmen students. This is accomplished in a variety of ways and involves all freshmen in career orientation activities. The high schools have developed programs for systematic contact with all sophomores, juniors and seniors through the centers, in addition to the freshmen orientation program.

Counseling

Follow-up activities are provided on an individual, group or class basis within the career centers. Career counseling is available to students upon referral.

Activities

Each of the career centers coordinates the utilization of community resources, speakers, field trips, observations, career exploration experiences and work experience.

DISCOVER

A computer-based information system designed to help students research career fields, colleges, vocational opportunities and financial aid is available in the Career Center of each of Tacoma's high schools.

The system has 21 "modules" of content which includes instruction and simulations about work values, instruction and simulation about decision-making skills, instruction about the ACT Occupational classification system and browsing occupations by means of it, on-line administration and interpretation of the UNI-ACT Interest Survey, multiple strategies for creating a list of occupations for exploration, extensive information about over 450 occupations and extensive data files about educational opportunities. These data files include a nationwide search for four-year colleges, two-year colleges, graduate schools, technical and specialized schools, financial aids and military programs; and a local search for continuing education programs and jobs, utilizing the Employment Security Job Bank tape. These files are updated annually by the DISCOVER Foundation and disseminated to user sites.

A unique feature about DISCOVER is that it allowed local sites to modify any text in the system, add new modules or text and localize all files.

The system may be used in one of three ways: (1) a systematic approach through many or most of the modules in the system; (2) use of selected modules as chosen by the user, since each is a self-contained unit; and (3) direct access to files and/or search strategies.

Washington Occupational Information Service (WOIS)

The Washington Occupational Information Service (WOIS) is a computerized system of career and occupational information. It is an interactive system designed to help individuals of any age in career exploration and decision-making. WOIS integrates localized occupational and educational information by providing (1) a self-assessment questionnaire which helps individuals explore occupations including job duties, working conditions, wages and employment outlook; (2) ways to prepare for an occupation; (3) programs of study and training available at Washington post-secondary institutions; and (4) the services offered at all post-secondary institutions in Washington as well as associated costs.

There are two delivery systems which are available in all the career guidance centers: (1) the computerized version that is accessed on the terminals and is parallel to the DISCOVER Program, and (2) a manual version which consists of a deck of needlesort cards and printout books containing the occupational and educational information.

The availability of both DISCOVER and WOIS makes occupational and educational information the most complete computerized information to students as the systems complement each others.

Public post-high school vocational training programs available to Tacoma students

Admission requirements

Students must be at least 16 years of age to enter a Washington-area vocational-technical institute and at least 18 years of age or a high school graduate to enter in Washington's community college system. Many of the classes do not require a high school diploma or a GED. The school may require students to increase math or English language skills through a special program designed to bring up these skills. At the vocational-technical institutes, students generally need a high school diploma or GED to enter programs like Medical Assistant and Cosmetology. Some training programs require typing proficiency.

Community colleges in Washington require students studying in the vocational-technical areas to submit the same admissions materials as general students. This includes submitting the state of Washington Uniform Community College Admission Form, paying special service fees and forwarding an official transcript of high school work.

Most vocational-technical institutes and community colleges offer placement tests for students to qualify for particular courses.

For admission to private training programs, see a career center staff member or a school counselor.

Registration

Registration is the process of enrolling students in a program or schedule of courses. In vocational-technical institutes, most programs have continuous enrollment for 11 months throughout the year with August as a month of vacation. Students are either enrolled or placed on a waiting list as they apply so early application is recommended.

Program availability

If more people apply for a program than the school has openings available in class, they generally place the names of the applicants on a waiting list in order of their application date. There generally is a fee charged when a name is placed on this list. *Tacoma high school students should check with the training institution of their choice during at least the junior year to determine how early they need to apply for specific programs. Some programs have a two-year waiting list.*

Community college programs generally have set registration and enrollment times before semesters or quarters. A student may be considered as a "matriculated" student or a "special or nonmatriculated" student. Matriculation generally means that the student will have an assigned advisor, given registration priority and records are maintained of college work. *Generally, Tacoma high school students should begin making application for community college programs during December of their senior year. Check with a school counselor or the career center concerning possible waiting lists in specific areas.*

Training costs

Fee structures vary with each vocational-technical institute and information regarding costs in each school is available in their catalogs in the career centers.

Generally speaking, enrollment fees also vary with the program a student chooses and the number of hours of attendance required. Because the length of career courses varies and no two have the same costs, it is imperative that students check costs involved in each program.

In addition to the public vocational training institutes in Washington, there are many private schools which offer a variety of vocational training programs each with their individual fee structures.

Financial aid

To help pay for education and training after high school, the U.S. Department of Education offers five major financial aid programs:

1. Pell Grants
2. Supplemental Educational Opportunity Grants
3. Work-study
4. Perkins Loans
5. Guaranteed Student Loans

NOTE: Grants are awards of money that do not have to be paid back. Work-study gives students a chance to work and earn the money needed. Loans are borrowed money which must be repaid with interest.

Financial aid is administered in accordance with established state and federal policies and philosophies. The basis of these policies is the belief that financing a student's education is the responsibility of the student and his/her family. If combined resources are not sufficient to cover expenses, a student could be eligible for financial aid.

Application

A student's financial aid award is based on demonstrated financial need. Need is determined from analysis of the Financial Aid Form (FAF), Pell Grant Student Eligibility Report (SER) and individual school application.

Scholarships

Some scholarships are also available at the individual institutions. For example, graduating seniors from Tacoma and Pierce County high schools may apply for a Bates Vocational-Technical Institute Student Body Scholarship each year.

For information regarding scholarships and financial aid, students should contact their high school counselor and career center personnel.

Additional information may also be obtained by reading the Financial Aid Programs section of the College Planning Guide.

Apprenticeship Programs

An apprentice is a qualified person of legal working age who enters into a written agreement to receive training. The employer agrees to provide the apprentice with the opportunity to learn a specific trade and the apprentice agrees to work on-the-job and attend related training classes.

The written apprenticeship agreement is registered with the Washington State Apprenticeship Council of the state Department of Labor & Industries. It provides for not less than 2,000 hours of reasonably continuous work experience and a minimum of 144 hours of related classroom instruction per year. The agreement is supervised locally by the appropriate Joint Apprenticeship and Training Committee. The length of the apprentice training period is generally three to five years.

Apprentices learn the skills of their chosen trades by combining practical training on-the-job with related classroom instruction. After successfully completing a required number of hours of work experience and classroom instruction, apprentices are considered skilled at their trades and become journeymen.

The qualifications

The requirements for becoming an apprentice are not the same for all trades and may even vary with a particular trade between geographical area of authority.

However, there are general qualifications which apply to all types of apprenticeships:

Age: State law requires that apprentices be at least 16 years old. However, most apprenticeship programs require that the apprentices be at least 18 years old. There may also be an upper age limit.

Education: Most apprenticeship programs require a high school diploma or successful completion of the General Education Development (GED) test. Completion of certain high school subjects, such as general math or algebra, may be required.

Physical condition: The apprentice must be physically able to perform the work required. Some apprenticeship programs require applicants to have a physical examination.

Aptitude: Most apprentice applicants are required to take aptitude tests to determine their capability to learn to perform the work of the trade. The tests may be administered by the state Department of Employment Security or the local Joint Apprenticeship and Training Committee.

Contact a school counselor or the career center for additional information about specific apprenticeships. Students may also contact the local apprenticeship council at 593-2339.

APPRENTICESHIP PROGRAMS

One of the areas of potential interest for noncollege-bound students is the apprenticeship programs available in the Pierce County area. There are several types of apprenticeship programs. Below is an incomplete listing of one type of apprenticeship program that is available in the Pierce County area. "Plant Program" apprenticeship programs are also available. Since there are almost 700 apprenticeable trades and the requirements change very quickly, it is advisable to contact the local Labor and Industries Apprenticeship office for up-to-date information. In order to receive help contact the following Apprenticeship Section, ESAC Division, Department of Labor and Industries offices: Tacoma - 1305 Tacoma Ave., S., P.O. Box 1554, Tacoma, WA 98402, 593-2339; Olympia (Headquarters) - 605 E. 11th Ave., Olympia, WA 98504, 753-6311; Seattle - 300 W. Harrison, P.O. Box C-19111, Seattle, WA 98119, 281-5508.

Acceptance into the apprenticeship programs depends on the demand in the trades world. There is a limited enrollment in these programs based upon the fluctuating needs of the trades. Open and continuous enrollment is not characteristic of the apprenticeship programs.

Sample Programs	Residence Requirements	Age Requirement	Physically Fit Requirement	Educational Requirement	Aptitude Test Requirement	Work Rate - % of Journeyman Rate to Start	Term of Training
Capitol District Carpenters	No	At least 17 Years	Yes	No minimum	Take at Bates Voc/Tech	60	8000 hrs.
NW Automotive Machinists	No	16 - 31	None	High School or equiv.	None	60	6000 hrs 8000 hrs
Western Washington Drywall Metal Stud Ceiling and Insulation	No	17 minimum	None	Sufficient	Bates Voc/Tech	50	4000 hrs
Pierce County Meatcutters	No	18 minimum	None	High School or equiv.	None	70	4000 hrs.
Pierce County Painting, Decor.	No	16 minimum	Yes	High School or equiv.	SATB Medium	50 50	6000 hrs. 4000 hrs.
Pierce County Roofers	No	18 minimum	Yes	Sufficient	No	60	4900 hrs.
SW Washington Electrical	No	18 - 24 18 - 28	Yes	High School with 1 yr algebra	High SATB	40 55	8000 hrs 6000 hrs.
Tacoma Area Bridge Structural Iron	Yes 1 year	18 minimum	Yes	High School or equiv.	None	60	4500 hrs.

Program Name or Occupation	Residence Requirements	Age Requirement	Physically Fit Requirement	Educational Requirement	Aptitude Test Requirement	Work Rate - % of Journeyman Rate to Start	Term of Training
Tacoma Area Boilermakers	No	18 minimum	Yes	High School or equiv.	Welders must pass test		
Tacoma Area Plumbers (building)	Yes 1 yr	18 minimum	Yes	High School or GED, 1 yr of algebra, 1 yr of geometry	High 5ATB	35 61.5	8000 hrs
Tacoma Machinists	No	18 minimum	No	High School or equiv	None	60 65	8000 hrs 6000 hrs
Tacoma Masonry Trades	No	17 minimum	Yes	High School or equiv	Bates Voc/Tech	40	6000 hrs 4000 hrs
Tacoma Millmen/ Cabinet Makers	No	17 minimum	No	Sufficient Schooling	None	70	8000 hrs
Tacoma Molders/ Coremakers	No	16 minimum	No	Sufficient Schooling	None	75	6000 hrs
Tacoma & SW Washington Sheetmetal Workers	No	18 - 24	None	High school or GED-good math	Bates and GATB	50	8000 hrs
Line Maintenance Tree Trimmers	No	18 - 35	Yes	High School or GED	None	75.9	4000 hrs
Advertising Display Sign Maker-Erector	NO	18 minimum	Yes	High School	None	30%	8000 hrs

Military Service

Educational and occupational opportunities are available for students in the U.S. Armed Services. They will have the opportunity to select a military school to develop an occupational specialty. The military services invest great amounts of money in formal and "on-the-job" training for each of the hundreds of occupational specialities.

In a four-year enlistment, for example, a person can receive the equivalent of a junior college education in occupational areas such as business management and administration, communications (electronic) technology, aircraft maintenance, photography, automotive mechanics, medical technology, transportation and traffic management, computer technology and operations, police science, fire protection technology, nursing, restaurant management, purchasing, accounting, physical therapy assisting and many others.

In some occupational areas such as engineering and nursing, the military services will send a person through four or more years of college if that person will agree to an extended period of enlistment. The Army and Navy have programs to aid a person as a civilian through nursing training (four-year college program) if the person will serve an extended enlistment as an officer.

The statements above only hint at the opportunities for learning while earning in the U.S. Armed Forces. Students may get specific information by talking with their high school counselor or with local recruiting officers of each service.

School Board: John Lynn, President; Cathy Pearsall, Vice President; Betty Drost, Eugene Matsusaka, Pat McCarthy

Superintendent: Lillian C. Barna

Tacoma School District #10 complies with all federal rules and regulations and does not discriminate on the basis of race, color, national origin, sex or handicap. This holds true for all students who are interested in participating in educational programs and/or extracurricular school activities. Inquiries regarding the application of these laws and regulations should be directed to Pauline Yamashita, Administrator for Equity & Excellence, P.O. Box 1357, Tacoma, WA 98401-1357; telephone—596-1115.

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For more information, contact:

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